**ELEMENTARY MATHEMATICS OBSERVATION DEBRIEF PROTOCOL**

|  |  |
| --- | --- |
| **COLORADO TEACHER QUALITY STANDARDS**[check off practices observed in lesson]**ELEMENT 1a: ALIGNED INSTRUCTION*** Opportunities to review prior learning
* Instructional objectives appropriate for students
* Connections to specific learning objectives & approved curriculum

**ELEMENT 1b: LITERACY** * Integrates literacy connections into lesson

**ELEMENT 1c: MATHEMATICS (practices beyond basic level)*** Focuses beyond factual recall, computation, & rote procedures
* Models appropriate mathematical communication, a variety of mathematical practices, and mathematical thinking
* Emphasizes why s’s need to learn math content & skills
* Uses instructional strategies that require s’s to apply mathematical knowledge to different content areas
* Presents concepts in sequence & age/grade-appropriate manner
* Balances teaching for conceptual understanding and procedural fluency

**ELEMENT 1d: KNOWLEDGE CONTENT/CONCEPTS/TOOLS INQUIRY*** Breaks down concepts into instructional parts and teaches each part using appropriate, effective strategies, and/or tools
* Uses instructional materials that are accurate for the lesson taught
* Employs a variety of instructional strategies to meet student needs

**ELEMENT 1e: INTERCONNECTEDNESS*** Emphasizes key concepts and connects them to other powerful ideas within the content area
* Connects lessons to other disciplines and/or content areas.

**ELEMENT 1f: RELEVANCE & BACKGROUND KNOWLEDGE**Selects instructional materials and strategies based on their:* Relevance to students
* Central contexts
* Foundational evidence base
* Links lessons to students’ prior knowledge
* Encourages and provides opportunities for students to make connections to prior learning

**ELEMENT 2a: CARING RELATIONSHIPS**The teacher creates a classroom environment that facilitates* Mutual respect, positive relationships between and among student, and empathy for each student

**ELEMENT 2b: RESPECT FOR DIVERSITY*** Creates a classroom environment in which diversity is used to further student learning

**ELEMENT 2c: ENGAGES INTERESTS & STRENGTHS*** Implements lessons that reflect student interests & strengths

**ELEMENT 2d: ADAPTS TEACHING ALL ABILITIES*** Adapts learning environment to address individual student needs

**ELEMENT 2e: LEARNING ENVIRONMENT*** Provides clear expectations to guide student classroom behavior
* Holds students accountable to school and/or class rules

**ELEMENT 3a: KNOWLEDGE OF DEVELOPMENTAL SCIENCE*** Modifies content so students are able to work at their ability levels

**ELEMENT 3b: EVIDENCE-INFORMED INSTRUCTIONAL GOALS*** Has specific student outcomes in mind for each lesson

**ELEMENT 3c: EVIDENCE-INFORMED INSTRUCTIONAL PRACTICE*** Incorporates evidence-based strategies into lessons

**ELEMENT 3d: TECHNOLOGY INTEGRATION*** Uses available technology to facilitate classroom instruction

**ELEMENT 3e: HIGH EXPECTATIONS*** Has high expectations for all students
* Holds students accountable for their learning

**ELEMENT 3f: STUDENTS WORK TEAMS/GROUPS*** Includes all students in individual and group activities

**ELEMENT 3g: EFFECTIVE COMMUNICATION*** Communicates effectively with students

**ELEMENT 3h: APPROPRIATE ASSESSMENT*** Involves students in monitoring their learning
* Assesses learning outcomes appropriately

**ELEMENT 4a: ANALYZE STUDENT LEARNING*** Collects and analyzes student data to inform instruction
 | **COMMENTS**[provide specific examples of practices/interactions observed] |

**Student Learning:** Did students meet the lesson’s learning objectives? (Consider what students understand and do well and where they continue to struggle.)

**Inclusive Classroom:** Were students with unique learning needs included successfully in the lesson?

**Strengths to Build On/Areas Above “Basic” Level of Proficiency on CO Rubric:**

**Areas for Growth/Missed Opportunities/Look For’s in Future**